

# St. Mary of the Angels Catholic Primary School

## Accessibility Plan 2025-27

### Recognising and celebrating the presence of Christ in one another

- ◆ St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
- ◆ The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
- ◆ The school aims to create a happy, ordered environment where all members feel secure and valued.



<b>Current date approved:</b>	<b>December 2024</b>
<b>Approved by:</b>	<b>FGB</b>
<b>Date of next review:</b>	<b>December 2026</b>

## **Aims of the Policy and Definition of Disability**

The purpose of this plan is to show how St Mary of the Angels Catholic Primary School intends, over time, to increase the accessibility of our school for pupils with disabilities.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **Roles and Responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA, school staff and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **The Accessibility Audit**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. This includes teaching and learning and the wider curriculum of the school, such as participation in clubs, leisure and cultural activities or school visits.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers. This includes, for example, access to: handouts, timetables, textbooks and information about school events

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## The Current Range of Disabilities within St Mary of the Angels Catholic Primary School:

- The school has children with a limited range of disabilities which include varying levels of the Autistic Spectrum Disorder, ADD, Dyslexia, Global learning Difficulties and a small number of serious medical/anxiety related conditions. When children enter school with specific disabilities, the school contacts the LA, the SEND dept and external Multi Agency professionals for assessments, support and guidance for both school and parents.
- We have children who have asthma and allergies and all staff are aware of these children. An asthma register is regularly updated and Inhalers are kept in the classrooms and a record of use is noted. (See Asthma Policy)
- Staff training in Asthma and Epi -Pen usage is annually renewed.
- Some children have allergies or food intolerances/cultural food choices- these are accommodated to the best of the catering staff's ability and financial limitations.
- All medical information is collated and available to staff, via our school First Aid Teaching Assistant (Mrs Joyce). It is confidentially available on the staff notice board in the staff room. Each teacher is also kept informed of relevant medical records and updates, via the School SENDCO (Mrs Hayes) and/or the First Aid leader.
- We have competent First Aiders who hold current First Aid certificates; these are regularly renewed.

Target	Strategy	Outcome	Time Frame
<b>EQUALITY AND INCLUSION</b>			
To improve staff awareness of disability issues.  Whole school community aware of implications	Review staff training needs	Provide training for members of the school community as appropriate so that staff awareness of disabilities is improved	On-going
To monitor inclusion and equality in all policy statements	Governors to read policies from equality perspective	Policies reflect current legislation and meets the needs of its community. Policies consider the implications of disability access implicitly and or explicitly.	On-going
<b>CURRICULUM</b>			
To ensure the curriculum and educational visits offer is accessible to all pupils	Audit of the curriculum  Review of wider curriculum and personal development  Activities are planned in advance and adjusted accordingly  Inset / training on differentiation and accessibility as necessary	Staff and pupils know that the curriculum is accessible.  Staff have the skills to support pupils with disabilities.	Ongoing
To ensure that pupil with SEND can access lessons	Audit if needs and adaptations necessary to support pupils, e.g. use of tablets, coloured paper, etc.	Pupils with SEND can access lessons across all subject areas.	On-going as needs arise

<p>To improve access, progress and participation for children with social, emotional and mental health needs and communication and interaction needs</p>	<p>To continue to develop the sensory/safe space</p> <p>To build on staff training, e.g. play therapy, Rainbows</p> <p>To use SEND toolkits to differentiate objectives.</p> <p>To complete further staff training on speech and language / oracy to continue to support children's needs.</p>	<p>Trained staff are utilised in supporting specific areas of need.</p> <p>Mental health needs are supported in line with other needs.</p>	<p>Ongoing</p>
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## PHYSICAL ENVIRONMENT

<p>To ensure that, where possible, the school building and grounds are accessible for all children and adults.</p> <p>To continue to improve access to the school's physical environment for all.</p>	<p>Governor audit of accessibility of school grounds – suggest actions and implement as budget allows.</p>	<p>School is aware of accessibility barriers to its physical environment and has a plan to address them.</p> <p>Modifications will be made to the school building to improve access.</p>	<p>Summer term 2025</p>
<p>Continually monitor the environment for updates and changes and necessary</p>	<p>Pupil and support/premises staff observe and report environmental barriers.</p>	<p>The environment is safe and accessible to pupils and staff</p>	<p>On-going</p>

## INFORMATION

<p>To ensure information, for example, written information and the school website is accessible to pupils with SEND, e.g. visual impairments.</p>	<p>Audit of information and delivery procedures.</p> <p>School to seek advice from external advisors where necessary.</p> <p>Provide written information in alternative formats, incorporate appropriate colour schemes when teaching and refurbishing.</p>	<p>School is aware of accessibility gaps to its information procedures.</p> <p>School is aware of local services for converting written information into alternative formats for children where necessary.</p>	<p>2024-27 academic years</p>
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